

**TEACHERS' STRATEGIES IN TEACHING ENGLISH  
PRONUNCIATION THROUGH READING ALOUD  
FOR JUNIOR HIGH SCHOOL**

**A THESIS**

Submitted in Partial Fulfillment of Requirements for the Degree  
of *Sarjana Pendidikan* in English Education



**By :**

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UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
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Demikian pernyataan ini saya buat dengan sebenar-benarnya.

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*Assalamu 'alaikum Wr.Wb.*

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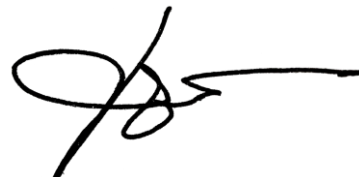
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Through Reading Aloud For Junior High School

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan. Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

*Wassalamu 'alaikum Wr.Wb.*

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## **MOTTO**

*“Visi tanpa eksekusi adalah halusinasi”*

**(Henry Ford)**

*“Nasib memang diserahkan kepada manusia untuk digarap, tetapi takdir harus ditandatangani diatas materai dan tidak boleh digugat kalau nanti terjadi apa-apa, baik atau buruk.”*

**(Prof. Dr. Sapardi Djoko Damono)**

## **ABSTRAK :**

*Pronunciation adalah salah satu hal penting dalam belajar bahasa Inggris. Pembelajar harus tahu bagaimana mengucapkan setiap kata, sehingga orang lain mengerti apa yang mereka bicarakan. Strategi membaca nyaring membantu siswa menganalisis pelafalan mereka yang dikoreksi oleh guru, dan peneliti menemukan strategi dan kesulitan guru dalam mengajar pelafalan bahasa Inggris melalui membaca nyaring. Penelitian ini berfokus pada strategi guru dalam kegiatan pembelajaran mulai dari observasi awal, tanya jawab, dan wawancara dengan dua guru senior yang mengajar bahasa Inggris di SMP. Peneliti menggunakan empat langkah analisis data, yaitu mulai dari perencanaan, pengumpulan data, transkripsi, dan diseminasi hasil dengan penyajian. Peneliti menemukan bahwa strategi dari dua guru yang mengajar sekitar 20 tahun membantu siswa untuk belajar pelafalan bahasa Inggris dan mereka mengalami kesulitan selama mengajar dan belajar pelafalan melalui membaca dengan suara keras untuk sekolah menengah pertama.*

**Kata Kunci :** *Strategi Guru, Pelafalan, Membaca Nyaring.*



### **ABSTRACT :**

*Pronunciation is one of the essential things in learning English. Learners must know how to pronounce every word, so others understand what they are talking about. Reading aloud strategies help students to analyze their pronunciation corrected by the teacher, and the researcher found teachers' strategies and difficulties in teaching English pronunciation through reading aloud. This research focuses on teachers' strategies in learning activities from pre-observation, questioning, and interview with two senior teachers who teach English in junior high school. The researcher uses four steps of data analysis, they were started in planning, collecting data, transcription, and dissemination the result with presentation. The researcher found that strategies from two teachers who taught about 20 years help students to learning English pronunciation and they have the difficulties during teaching and learning pronunciation through reading aloud for junior high school.*

**Keywords :** *Teachers' Strategies, Pronunciation, Reading Aloud.*

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## CHAPTER I

### INTRODUCTION

#### 1.1. Background of study

Pronunciation is essential things to improving speaking skills in the English language. Teachers have standard strategies for teaching pronunciation in English class to explain and avoid the students misunderstanding the meaning when speaking. When someone is learning English, the first thing that they have to master is pronunciation.

According to Gittings (2021) that teachers who have an essential role at school have standard strategies to engage students in excitement and well-being. Students, as the first learners, need the teacher to guide them to have good pronunciation of speaking skills. Reading aloud technique from teachers also could help in the learning process to see speaking skills from the students. Before the teacher executes and practices this technique, they must to mastering read aloud model and give an example to pronounce the specific words.

In addition, Hakim (2020) argue students have problems in learning pronunciation, such as students being difficulty understanding native speaker, could not identify the meaning of words with a similar sound, and could not control focus speaker speed. In school, reading aloud is probably one of the old methods to ask students to read some text, but some teachers still use this method in class so that they dare to read to be heard by their classmates. When teaching pronunciation, the teacher sees students' difficulties that often occur in English courses. Sometimes students still did not understand what are

speakers say, they were unable to differentiate between similar words, and are unable to control the speaker's speed then they miss concentrating meaning of the speaker.

Reading aloud is have an important role in the English learning process. Huang (2010) argues that the reason to use this technique is that English is a kind of phonic language and uses the alphabetic in writing. Teachers who teach in a foreign language believe that this technique is enough to make the students open their mouths and reading aloud in English teaching is needed.

In fact, students still have a problem mastering English pronunciation when they try to speak English. Teachers need to see the progress of students in speaking skills. Mastering and practicing reading aloud technique is one of the ways to reach the goals for students in learning pronunciation. Teachers must explain and correct their way when pronouncing specific words or reading sentences that are not quite right. Therefore, teachers give the students to try read aloud in teaching and learning process.

Based on the explanation above, the researcher is interested in discussing "Teachers' Strategies in Teaching English Pronunciation Through Reading Aloud for Junior High School" because the researcher would to analyze what are teachers' strategies in teaching English pronunciation through reading aloud and teachers' difficulties in teaching pronunciation through reading aloud from two senior English teachers.

## **1.2. Formulation of Problems**

Based on the background above, this study conducted with the formulation of the problems:

1. What are teachers' strategies for teaching English pronunciation through reading aloud?
2. What are teachers' difficulties in teaching pronunciation through reading aloud?

## **1.3 Operational Definition**

To avoid misunderstanding the terms in this study, the researcher provides some definitions related to the study as follows:

1. Teacher strategies

Teacher strategies refer to the methods, techniques, procedures, and processes in which the teacher uses the instruction. It is generally recognized that teaching strategies are multidimensional and their effectiveness depends on the context in which they are applied (Gittings, 2021).

2. Pronunciation

Pronunciation is the way in which a word or letter correctly, or the way in which a language is spoken (Afna, 2017).

3. Reading aloud

Reading aloud is an activity from the learning strategies of teachers, like reading a text individually or with a group. Reading aloud is



a basic activity and evaluation for students so that they are accustomed to understanding information from the text and avoid mispronouncing the words in it (Uswatun, 2019).

#### **1.4 Aims of Study**

The aims of this study are as follows :

1. To identify the teachers strategies in teaching English pronunciation through reading aloud for students in junior high school.
2. To find the difficulties of the teachers in teaching English pronunciation through reading aloud for students in junior high school.

#### **1.5 Significances of Study**

The researcher hopes this study give can give the benefits and contribution to the English teaching and learning process. It has two significances which are theoretical and practical significances.

1. Theoretical Significance : This research offered the strategies and difficulties in teaching pronunciation through reading aloud in narrative inquiry domain.
2. Practical Significance : This study contributed teaching strategies and obstacles in English pronunciation through reading aloud for junior high school.

## **CHAPTER V**

### **5.1 Conclusion**

Based on the finding and discussion of the research, it can be concluded that teaching pronunciation through reading aloud is helpful for teachers to support in English classrooms. Teachers who taught until the age of 20 have varied and systematic strategies. In addition, teachers also have difficulties when teaching pronunciation because they can not only focus on learning pronunciation to fulfill the lesson plan, also most students are bored and lack motivation if they read a text without any innovation in learning activities.

### **5.2 Suggestion**

In this part, this research found the strategies and difficulties in teaching pronunciation through reading aloud from two teachers who taught for 20 years in junior high school. Further research can explore more about teachers' strategies or their obstacles in teaching pronunciation by more participants or teachers who have not taught less than 10 years to find and identify new strategies that they apply in class.

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